

Moorside Primary School Pupil Premium 2024 - 2027

Purpose of Pupil Premium at Moorside

The Pupil Premium is designed to support schools in raising the attainment of socio-economically disadvantaged pupils. However, many of the most effective ways to do this—including improving the quality of teaching for these children—will also benefit other groups. However, the primary driver behind the strategies you choose should be the needs of children who are eligible for Pupil Premium funding.

The Pupil Premium is intended to support the life chances of socio-economically disadvantaged children and compensate for this disadvantage, which extends to high attainers. Therefore, it can—and should—be spent supporting programmes and interventions for eligible children who are high attainers.

The Pupil Premium has one central aim: to improve outcomes for all socio-economically disadvantaged pupils. Since its launch in 2011, it has enabled schools to sharpen their focus and resources on this group and their individual needs so that they can flourish.

2.2m

There are 2.2 million pupils in England eligible for Pupil Premium funding.

29%

Over a quarter (29%) of pupils in England are eligible for Pupil Premium funding.

£1,480

Eligible primary pupils receive an extra £1,480, secondary pupils get £1,050.

£2.9bn

The Pupil Premium is worth £2.9 billion in total.

Research highlights that taking a tiered approach to Pupil Premium spending helps to balance the essential ingredients of an effective Pupil Premium plan: high-quality teaching, targeted academic support and supporting wider strategies. It aligns with the Department for Education's template for creating a Pupil Premium strategy as well as its 'menu of approaches'. Reinforcing that such an approach fulfils the expectations of the Pupil Premium strategy document.

High-quality teaching

Making sure an effective teacher is in front of every class and that every teacher is supported to keep improving is especially important for socioeconomically disadvantaged children. Investing in high-quality teaching for these children should be a top priority for Pupil Premium spending. Strategies to support this could include professional development, training, and support for early career teachers, as well as investing in recruitment and retention.

Targeted academic Support

We know from a wide body of evidence that targeted academic support can positively impact learning, particularly for children who are not making good progress. An effective Pupil Premium strategy considers how classroom teachers and teaching assistants can provide targeted academic support. Such support could include structured small-group interventions that link to classroom teaching and the curriculum.

Wider strategies

Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category. The tiered model provides a useful starting point for thinking about how to target Pupil Premium funding. Many strategies within the tiered model will overlap, and the balance between the three categories will vary from year to year as our school's priorities change.

A five-point plan to sustain an effective Pupil Premium strategy

The delivery of our Pupil Premium strategy should be a carefully staged cyclical process—not a one-off event. An impactful, sustained Pupil Premium strategy forms an integral part of wider school development planning and practice. Setting longer-term objectives gives us the time and space to implement a well-evidenced strategy based on careful diagnosis of the challenges facing your socio-economically disadvantaged children. These objectives might include ongoing whole-school change through elements such as recruitment, teaching practice, and staff development.

- Step 1 Diagnose children's needs
- Step 2 Use strong evidence to support our strategy
- Step 3 Develop our strategy

- Step 4 Deliver and monitor our strategy
- Step 5 Evaluate and sustain our strategy

We are relentless in our drive for every child to achieve. We closely monitor the impact of our spending decisions and try to ensure that the interventions that we use are developed from a solid evidence base. We intend to ensure that the funding is used to deliver the best possible outcomes for children at our school. Governors hold us to account on our decisions and use this information to support their evaluation of the school's performance.

Moorside Primary School have used EEF guidance reports to inform our policies and procedures. The reports summarise the best available research evidence on a particular aspect of teaching and learning, and present actionable recommendations for practice. We have used the following guidance reports to improve our outcomes and have implemented the recommended strategies in our overall practice:

- Improving Literacy in Key Stage one
- Improving Literacy in Key Stage two
- Teacher Feedback to Improve Pupil Learning
- Preparing for Literacy
- Improving Mathematics in the Early Years and Key Stage one
- Improving Mathematics in Key Stages two and three
- Working with Parents to Support Children's Learning
- Making Best Use of Teaching Assistants
- Special Educational Needs in Mainstream Schools
- Improving Social and Emotional Learning in Primary Schools

School overview

Detail	Data
School name	Moorside Primary School
Number of children in school R – Y6 (October 2025) (391)	– 360 pupils based on October 2025 census
Proportion (%) of pupil premium eligible children	66%
Academic year that our current pupil premium strategy plan covers is 2024 – 2026 which is part of the recommended three year plan	3 years - 2024 – 2027 this plan focuses on Year 2025 – 2026
Date this statement was published	February 2026
Date to be reviewed	January 2025 and November 2025 and February 2026.
Pupil premium lead	L. Hall / S. Rowe / N. Harris
Governor lead	P. Piddington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025-26	£362,044 based on Q1 + Q3 payments March 2024)
LAC by LA (Virtual School)	£40,323.64 (based on autumn term 2025 payment)

Detail	Amount
Recovery premium funding allocation this year	No funding – grant ceased.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,000 carry forward (D202 Pupil Premium resources budget).
Total budget for Pupil Premium as of September 2025	£362,044 (deprivation) + £40,323.64 (LAC)

***Funding to be adapted based on census information for the academic year 2025-2026 although the priorities for the strategy plan remain the same.**

Part A: Pupil premium strategy plan

Statement of intent

We aim to support all children with making good progress across all subject areas. We want all of our children, regardless of their background or the challenges they face to develop into confident learners. We are focussed on supporting disadvantaged children to achieve this at Moorside Primary School. We place a great emphasis on supporting our disadvantaged children with their mental-health and well-being so this can affect positively on their confidence and across aspects of their school and wider life.

As part of our pupil premium strategy, we will consider the challenges our disadvantaged children face in their day-to-day lives in and outside of school. Our pupil premium strategy details the key challenges to achievement that we have identified among our disadvantaged children at Moorside Primary School. The challenges are varied and there is no one size fits all. By carefully considering the challenges, our disadvantaged children face, alongside research conducted by the Endowment Foundation (EEF), we are able to plan effective strategies to support them both academically and socially. We respond promptly to intervene when new or changing needs are identified. This means we are able to adapt to the needs of our children, in turn ensuring all staff take responsibility for the outcomes of our disadvantaged children.

Challenges

This details some of the key challenges to achievement that we have identified among our disadvantaged children.

Challenge number	Detail of challenge
1	Language and oracy skills: Assessment, observations, and discussions with our children indicate that children have underdeveloped oracy skills across school. Our children have significant vocabulary gaps in both their verbal skills and their ability to communicate effectively and confidently.
2	Phonics and early reading: Some of our PP children have greater difficulty with their phonics development and their ability to recognise and blend sounds than their peers, thus negatively affecting their development as readers. Tracking across the school indicates that not all our children take up opportunities to read for pleasure and develop their critical thinking skills. This is particularly evident with disadvantaged children.
3	Writing: There are significant gaps in vocabulary amongst our children in both their verbal skills and their ability to go on to apply this in their written work, thus negatively affecting their development as
4	Maths: Ongoing assessments, data, and observations highlight the need to develop basic arithmetic skills further so that all children can successfully apply such skills in day-to-day mathematical reasoning and problem-solving.
5	Attainment and progress across the curriculum: Continue to ensure that teaching, learning and assessment across the school are at least good and that this affects achievement in all the different curriculum areas for all children.
6	Children with SEND and PP: A significant proportion of children with SEND needs as well as being pupil premium, putting them at an additional disadvantage.
7	Attendance and punctuality: Lower attendance and the need to improve attendance, persistent absence and punctuality (our attendance data shows that attendance among disadvantaged children is lower than for no disadvantaged children). Persistent absences creates barriers that are more challenging for children through continually missing key learning.
8	Social, Emotional, and Mental Health (SEMH) and behaviour for learning: To promote the wellbeing of our school community: Improve children's confidence, behaviour and motivation and resilience. Children who are experiencing emotional and behavioural difficulties will be further supported through support and Counselling where

Challenge number	Detail of challenge
	appropriate. The increase of our younger children needing to develop self-help skills has a challenging impact on learning. It is important to ensure that safeguarding and behaviour and our children's mental health and well-being remain a high priority.
10	Cultural Capital: Children have limited access to resources and experiences to provide cultural experiences outside of school, including access to the outdoor environment, extra-curricular clubs, and educational visits.
11	Family learning and community links: Through discussions with our Parents/Carers, it is recognised that many of them need support in how to aid their children's learning. This includes being able to support their children's learning. Our experiences and observations show how eager our families want to be able to support their children's learning successfully.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved language skills and vocabulary development amongst disadvantaged children. High percentage of PP children across the school will become increasingly confident with speaking and listening skills and ability to talk confidently and with an increased knowledge and understanding of their learning.	Assessments and observations indicate improved oral language skills and also vocabulary used in writing. This will be evident through discussions with children, lesson observations and pupil engagement, book scrutiny and on-going formative assessments. Increased confidence in children being able to communicate with a wider range of audiences. Opportunities to talk to visitors.

Intended outcome	Success criteria
Improved phonics and early reading skills for PP children. Improved reading and writing attainment for disadvantaged children. High percentage of PP children in EYFS/KS1 will becoming increasingly confident with phonics, early reading and spelling and a high proportion of children will gain success when taking the KS1 phonics screening.	EYFS and KS1 children score highly in reading and spelling assessments. A large % of children are successful in the KS1 phonics screening test. Observations in RWInc lessons and related assessments show improved skills and children making progress from one group to another. Monitoring shows improved skills with children being able to access a wider range of texts and producing improved writing and spelling across the curriculum as well as core subjects. YARC reading assessments will be conducted for all children which will inform teacher planning to ensure provision is appropriate.
Improved writing skills across the curriculum Improved writing attainment and rates of progress for disadvantaged children. Children will write with increased stamina, fluency and structure. Children will write for a purpose in a range of genres and include all relevant features.	Assessments and evidence scrutiny show improved written and composition skills and an improvement in the application of varied vocabulary used in writing. This will be evident through book scrutiny, lesson observations, pupil engagement and on-going formative assessments.

Intended outcome	Success criteria
Improved maths skills across the curriculum Improved maths attainment and rates of progress for disadvantaged children. Children will develop and secure basic skills so that they can access maths more readily. Children will have the confidence and resilience to tackle problem solving learning activities.	Assessments and evidence scrutiny show improved arithmetic skills. Children will be able to recall key facts at speed and apply these to questions across all areas of maths. Successful application of mathematical skills will be evident through book scrutiny, lesson observations, pupil engagement and on-going formative assessments.
Increased rates of attainment and progress Continue to ensure that teaching, learning and assessment across the school is at least good and that this is affecting PP achievement in all classes, including disadvantaged that are more able.	Observations and monitoring to ensure that all teaching is at least good or better over time. Intervention groups are planned around PP eligible children with these groups effectively tracked and monitored. Senior leadership and middle leaders monitor and check that intervention groups are effective. Staff are directly responsible for the progress on specified objectives as specified in bespoke plans.

Intended outcome	Success criteria
Increased rates of progress for children with SEND and PP in line with their peers. Attainment data will show that progress for PP and SEND children is in line with other children. An increase of PP and SEND children meeting and exceeding expectations within statutory assessments.	Children will receive high quality first wave teaching at all times and will be able to access their learning materials in the classroom with increased independence. Bespoke interventions and personalised curriculum materials are in place to meet the needs of all learners. Targeted adult support is identified for specific children as part of a small group, 1:2 or on a 1:1 basis so that children's understanding of learning is secured. Practitioners are confident in identifying barriers to learning in children. Early interventions and referrals are made. Close working relationships with partner agencies are fully established. Children successfully meeting their individual targets as identified on personal individual plans.
To achieve and sustain improved attendance for all children but particularly disadvantaged children. Children attend school every day and on time.	All children to at least meet the expected school target of 96% attendance. Case studies lead to prompt links and support to other services for individuals and their families where appropriate. Minimal persistence absences due to following all legal processes and advice from external support and guidance. Bespoke support strategies are in place for children and their families.

Intended outcome	Success criteria
Identification of social, emotional and mental health (SEMH) needs to take place at an early stage and children have access to high quality support with minimal delay. Improved well-being for all children in our school particularly our disadvantaged children. Children will be more resilient and more able to self-regulate when faced with challenges. Children will develop skills for life, transition and employment.	Build levels of resilience and self-belief by sustained delivery of the zones of regulation programme. Staff are confident in implementing this programme. Sustain high levels of well-being from 2023/24 demonstrated by qualitative data from pupil voice, child and Parents/Carers questionnaires, staff observation, social and emotional stability, reduced number of incidents on the CPOMS behaviour logs recorded, significant increase of children participating in enrichment opportunities.
Cultural Capital - children will be given the opportunity to explore and experience education visits and opportunities to enhance knowledge and experiences. All children experience a full range of cultural opportunities to raise their aspirations and levels of cultural capital. Resources and experiences outside of the school day are provided and/or accessible to disadvantaged children. High quality resources are accessed and the school outdoor learning environment is enriched and supports teaching and learning.	Communication with PP Parents/Carers in detailing all opportunities for the coming year. Option given to them to split the costs of these visits/events over the course of the year. Attendance for PP on all-cohort extra-curricular visits and trips PP families offered opportunities for children to attend evening extra-curricular and holiday activities. Based on pupil voice, after school clubs and lunchtime clubs will be set up to widen children's experiences. The environment with the school grounds effectively enhances and enriches learning for all children. Cultural experiences will be woven throughout the curriculum and opportunities for children to experience diversity and equality will be evident in our cultural capital. School will host clubs ran by community organisers to ensure children can access this provision in a safe and secure setting. School staff will facilitate transporting children to after school clubs in the local area held at different ventures and will offer further guidance.

Intended outcome	Success criteria
Extra-curricular clubs and educational visits enhance learning and understanding for PP children across the school.	Breakfast club will show high levels of attendance.
Parents/Carers of PP children know how to help and are able to support them in terms of their education. All children, particularly disadvantaged children, will practise, consolidate and share their learning from school in a variety of ways to a range of audiences with confidence and understanding.	Parent/Carer workshops/events will be held in school to inform them of how to support their child. Regular Parent/Carer meetings linked to child's performance and development will be held at regular intervals across the academic year. Study books will be purchased and disseminated to children so that they can revise independently and to show Parents and Carers the pitch of work appropriate to their individual academic development as well as the methods used across school. Homework resources and books will be set up that offer guidance to both children and Parent/Carers on the learning that has taken place in school. It will provide opportunity for children to consolidate their learning and extend their knowledge using research at home. Learning that has taken place in class will be shared on website/twitter to inform. An increase of Parents/Carers accessing bespoke in-house family learning.

Activity in the academic years (2024 – 2026)

This details how we intend to spend our Pupil Premium Funding **this academic year** to address the challenges listed above.

Teaching and learning (for example, CPD, recruitment and high staff to children ratio)

Budgeted cost: £250,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Children who are disadvantaged achieve academically in line with their peers. Employment of additional teaching staff, tutors and HLTAs to support quality first wave teaching and group work. Release time for subject leaders to develop subjects and sustainability.	In school observations and assessments reinforce the positive impact on group teaching to meet the needs of children and close the gaps. Experienced support staff are constantly observed delivering high quality learning experiences alongside teachers. Monitoring highlights practitioner's areas of strength to build on and areas for further support and guidance. The lead teacher is able to implement such support and guidance in a timely manner. This can then be followed up and reinforced enabling a more sustained approach and enabling others to support each other. Assessment for learning is becoming much stronger and next steps are being identified at an appropriate pace. Planning	1, 2, 3, 4 ,5 and 6	Through targeted interventions and quality first teaching, disadvantaged children are making suitable progress from their starting points. Our investment in additional staffing has enabled us to provide more personalised support that addresses individual barriers to learning. Progress tracking data shows that gaps in attainment between disadvantaged children and their peers are slowly closing, with targeted children demonstrating some improvement in reading, writing and mathematics assessments. High-quality adaptive teaching has been strengthened for individual children. This has been through the deployment of additional qualified staff. Alongside SLT staff have developed a better understanding of strategies to identify and support vulnerable children, resulting in more responsive and effective classroom practice. Lesson observations and pupil work scrutiny shows children, particularly those who are disadvantaged, are accessing an ambitious curriculum with appropriate scaffolding and support. Subject leaders alongside SLT have used release time to develop their understanding of how well their subjects are being delivered and the impact on pupil achievement. This has included the monitoring of teaching and learning through lesson

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Lead teacher to support teaching and learning across the school.	and delivery of lessons meets the needs of all learner types. EEF Guidance; Teacher Feedback to Improve Pupil Learning Improving Literacy in Key Stage one Improving Literacy in Key Stage two Improving Mathematics in the Early Years and Key Stage one Improving Mathematics in Key Stages two and three Making Best Use of Teaching Assistants		visits, book scrutiny, and discussions with children. The quality and consistency of curriculum delivery continue to develop and strengthen across the school, with clear progression pathways being developed and implemented in all subjects.
Continue to focus on speech, language and key vocabulary development. CPD Whole school action plan to approach to Voice 21, oracy development and Literacy Launchpad. Training for all staff from EYFS to Year 6.	Research shows vocabulary differences between different socio economic groups on entry to school. Staff use recommended strategies from their training in line with the oracy framework to stimulate purposeful talk and engage children in active listening. Confident staff delivering and implementing high quality first wave	1, 2, 3 and 5	Investment in Voice 21 CPD and elements of the Literacy Launchpad programme is enhancing children's speech, language and vocabulary development, with measurable improvements in oracy skills across the school. Staff are becoming more confident in engaging children in high-quality interactions to develop their knowledge and vocabulary, helping children articulate what they know and understand by scaffolding, modelling, extending and developing their ideas. Children are encouraged to communicate effectively through spoken language, articulate ideas and engage with others through speaking, listening and communication.

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Quality first wave teaching to have a strong vocabulary focus across the curriculum. CPD and monitoring of progress staff to receive training from external professionals on how to deliver specific Speech and Language intervention programmes.	teaching and supporting children in overcoming specific barriers. Oral language interventions will be used to provide additional support to children who are behind their peers in oral language development. The targeted use of approaches will support PP children to catch up with their peers, particularly when this is provided one-to-one. EEF Guidance; Improving Literacy in Key Stage one Improving Literacy in Key Stage two Preparing for Literacy Making Best Use of Teaching Assistants Teacher Feedback to Improve Pupil Learning Special Educational Needs in Mainstream Schools		Children demonstrate increased confidence in verbal participation, with those who previously struggled to express themselves now actively contributing to class discussions using increasingly sophisticated vocabulary. Staff report that children are better able to explain their reasoning, justify their answers and engage in meaningful dialogue with peers, which has had a direct impact on their written work and reading comprehension. Disadvantaged children and those with identified speech and language needs are beginning to actively participate in the discussions. Teachers focus on the vocabulary children need, including subject-specific vocabulary, to help them understand new concepts, and provide opportunities for children to talk with staff and peers during lessons to deepen understanding. The school's strategic investment in building staff expertise around oracy and early language development has been instrumental in ensuring that all children, regardless of their starting points, develop the communication skills essential for academic success and later life.

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
CPD and monitoring of progress Ensure all staff have received updated training to continue to deliver high quality RWInc teaching. CPD for new staff in delivery of the phonics scheme. Specific training and shadowing of experienced staff within school. RWInc and Ruth Miskin teaching learning portal and coach for staff and Parents/Carers.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. New staff will be confident in teaching/supporting phonics. Lesson observations show high quality delivery and effective AfL being used to address misconceptions. Parental workshops held so that parents/carers know how to support their child's phonological development at home. EEF Guidance; Improving Literacy in Key Stage one Improving Literacy in Key Stage two Preparing for Literacy Making Best Use of Teaching Assistants Teacher Feedback to Improve Pupil Learning	1, 2, 3, 5, 6 and 10.	Investment in Read Write Inc. and ongoing Ruth Miskin training has ensured all staff deliver high-quality, systematic phonics teaching that accelerates reading development for disadvantaged children. New staff receive comprehensive RWI induction, ensuring effective phonics teaching from the outset, while all staff access regular refresher training building their expertise. Teachers systematically teach phonics, check understanding and identify misunderstandings, adapting teaching to ensure all children keep up rather than catch up. The impact is evident in improved phonics screening check results, with an increasing proportion of disadvantaged children meeting the expected standard. Children are beginning to develop strong foundational knowledge in reading, with accurate and fluent word reading enabling them to access the full curriculum. The structured RWI approach, combined with ongoing staff training, has ensured children quickly secure the foundations needed for reading success.

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
National College subscription used to develop staff's understanding of teaching and learning strategies across the curriculum.	The National College, which operates under the National Education Group, has received this prestigious award in recognition of a customer-oriented approach which responds swiftly to schools' most pressing needs. Staff online records and certificates will show they have undertaken both directed and non-directed CPD modules of learning to improve their practice. Key strategies will be implemented in to teaching and will ensure children make steps of progress.	1, 2, 3, 4, 5, 6 and 8.	Investment in National College CPD has enhanced teaching and learning strategies across the curriculum, improving outcomes for disadvantaged children. Staff access flexible, evidence-based professional development tailored to individual and whole-school improvement priorities, with courses including 'Applying Rosenshine's Principles' and 'Catch-Up' directly improving classroom practice. Teachers are beginning to systematically apply evidence-based strategies including retrieval practice, scaffolding, modelling and effective questioning. Disadvantaged children have benefited from staff's enhanced understanding of catch-up strategies, with gaps in knowledge identified and tackled quickly. The on-demand platform enables staff to access training when needed, embedding learning into practice immediately and supporting continuous professional improvement.
CPD for the approach to teaching reading comprehension. YARC assessments conducted to inform teacher planning and provision.	Effective deployment of support and teachers to ensure targeted support is given to children matched to their academic needs. Explicit teaching of reading skills is evident in staff planning and delivery. Group teach approach will ensure that children are receiving intervention and support matched to their needs.	1, 2, 3, 5 and 6.	Strategic investment in reading assessment and intervention programmes has transformed outcomes for disadvantaged children struggling with literacy. YARC assessments enable staff to identify precisely whether difficulties lie in decoding, fluency or comprehension, informing targeted Lexia interventions. Staff training in these programmes has built expertise in understanding reading difficulties and matching support to need. Lexia's adaptive technology provides personalized

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Lexia subscription and training as well as implementing accelerated reading programme.	Supportive programmes increases word recognition and reading skills. Reading data will show an upward trend across all age phases for all learners. EEF Guidance; Improving Literacy in Key Stage one Improving Literacy in Key Stage two Preparing for Literacy Making Best Use of Teaching Assistants Teacher Feedback to Improve Pupil Learning		instruction in phonological awareness, phonics, fluency, vocabulary and comprehension, with regular progress monitoring enabling staff to adjust provision quickly.
Enhancement of our maths teaching and curriculum.	Use of White Rose Hub subscription to ensure high quality learning materials are used with children. Replenishment of resources across school so that children are secure in using a concrete resource and can progress. Continue to implement use of policies across school including Calculation, Use of Manipulatives, Worked Examples and Number Line Progression.	4,5 and 6.	Investment in the Redstart Money Sense programme has equipped disadvantaged children with essential financial literacy skills, preparing them for independent adult life. Through the programme, children have developed practical understanding of budgeting, saving, making informed financial decisions and understanding the value of money. Children demonstrate increased confidence in discussing financial concepts and can apply mathematical skills to real-world money scenarios. Teachers report that children show a growing awareness of financial

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Redstart (money sense programme delivery) We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD from both Gateshead and Newcastle local authorities.	Kings College – evaluative trial to inform school and DfE. Children will have a greater understanding of how to budget and manage their own finances. Group teaching approach will enable children to receive bespoke teaching. Staff will work with MLT and SLT on planning for different groups using our documentation. EEF Guidance Improving Mathematics in the Early Years and Key Stage one Improving Mathematics in Key Stages two and three Making Best Use of Teaching Assistants Teacher Feedback to Improve Pupil Learning		responsibility and the link between education, career opportunities and earning potential. For disadvantaged children, many of whom come from families experiencing financial stress, this knowledge has been particularly valuable in building aspiration and reducing anxiety about money. Pupil voice feedback indicates that children are beginning to feel more prepared for adult life and better understand how to manage money responsibly. The programme is beginning to break down barriers by providing knowledge that families may not have been able to teach, with children able to explain concepts such as income, expenditure, debt and savings with growing confidence.

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Whole school strategies from specialist staff i.e. speech and language, Educational Psychologists, Occupational Therapist and School Nurse.	Speech and Language therapists will give CPD to staff on how to deliver specific programmes of intervention. School nurse to support identified individual children and their families as well as the implementation of the PSHE curriculum. OT to implement support packages to develop sensory provision and the physical environment. Children will be supported in and out of the classroom environment by highly trained practitioners who can respond to their needs readily. EEF Guidance Making Best Use of Teaching Assistants Special Educational Needs in Mainstream Schools Improving Social and Emotional Learning in Primary Schools	1, 2, 3, 4, 5, 6 and 8.	Investment in specialist professional services, including the school nurse, educational psychologist and occupational therapist, has enabled us to establish a culture where early and accurate assessment of children's needs are prioritised. Through regular consultation with these professionals, we have been able to identify emerging needs quickly and accurately, ensuring that support is put in place before difficulties become barriers to learning. This proactive approach has meant that disadvantaged children with additional needs receive timely, evidence-based interventions that address both their educational and developmental requirements. Investment in language and communication CPD and supportive resources has been strongly supportive in helping us to address communication and language barriers that were preventing disadvantaged children and those with English as an additional language (EAL) from accessing the curriculum and supporting him in closing the gap in achieving their net steps. The curriculum prioritises extending children's language and vocabulary, both spoken and written, and increasing their reading competency across all subjects, with all children explicitly taught how to communicate effectively through spoken language (oracy), articulate ideas, develop understanding and

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
			engage with others through speaking, listening and communication. Children receiving speech and language therapy support are making progress in their communication skills, with measurable improvements in vocabulary breadth and depth, sentence construction, and confidence in verbal participation. By observing the specialist working with children enables staff to follow on and deliver the lessons in school to build on the specialist's expertise. This has had a positive impact on their ability to access learning across the curriculum, particularly in reading comprehension and written expression. Children have the age-and phase-appropriate knowledge and skills they need to progress to the next stage of learning, including language and communication skills that enable them to access the full curriculum. Disadvantaged children and those with EAL who previously struggled to express their understanding are demonstrating their knowledge more effectively, resulting in improved outcomes and increased self-esteem.
CPD Whole school development Teacher's subject knowledge and expertise develops so that all children receive	Model of group teaching and AFL to be strengthened across school to ensure appropriate provision is provided for all learners. Support and positive impact of lead teacher extends to other subject leads.	1,2,3, 4, 5 and 6.	Strategic CPD has enhanced teachers' subject knowledge and expertise, enabling delivery of a curriculum tailored to all children's needs. Leaders allocate time and resources for purposeful collaboration on curriculum, teaching and assessment, including adaptations for disadvantaged children and those with SEND.

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
a curriculum tailored to their needs.	Access to Newcastle and Gateshead LA meets subject leads CPD needs and gives them access to other professionals. EEF Guidance; Improving Literacy in Key Stage one Improving Literacy in Key Stage two Teacher Feedback to Improve Pupil Learning Preparing for Literacy Improving Mathematics in the Early Years and Key Stage one Improving Mathematics in Key Stages two and three Making Best Use of Teaching Assistants Teacher Feedback to Improve Pupil Learning		Teachers have expert knowledge of subjects they teach, with targeted CPD addressing any gaps so that ineffective teaching does not disadvantage children. Staff identify and work to remove barriers to achievement through effective curriculum design, formative assessment and adapted practice. The impact is evident in improved curriculum delivery across all subjects, with children demonstrating deeper knowledge and better retention of key concepts. This sustained focus on building teacher expertise has been the key driver of improvement in pupil outcomes.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Establish small group/1:1 intervention in reading, writing and maths for disadvantaged children falling behind age related expectations. Set up after school tuition (Booster)	An increased number of children will reach age related expectations through additional adult support and time. Regular pupil progress meetings will determine how further support is to be deployed and what the focus is on. Children will be promptly identified in pupil progress meetings and given intervention to meet their needs. EEF Guidance; Improving Literacy in Key Stage one Improving Literacy in Key Stage two Preparing for Literacy Improving Mathematics in the Early Years and Key Stage one Improving Mathematics in Key Stages two and three Making Best Use of Teaching Assistants Teacher Feedback to Improve Pupil Learning	1, 2, 3, 4, 5 and 6.	Small group interventions have been used proactively to introduce challenging topics in advance of lessons, boosting self-esteem and helping pupils quickly engage with new content. By prioritising 'keeping up' rather than 'catching up', we have quickly dealt with identified gaps in pupils' knowledge. Targeted pupils are demonstrating accelerated progress, with intervention tracking data showing measurable improvements in reading fluency, writing composition, and mathematical reasoning.

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Tuition for children in Year 2 and Year 6.	Tuition is an effective method for targeting gaps and for pushing high attainers. Individual children received intensive teaching focused on their gaps. Individual assessment sheets show the progression that has been made. EEF Guidance; Improving Literacy in Key Stage one Improving Literacy in Key Stage two Preparing for Literacy Improving Mathematics in the Early Years and Key Stage one Improving Mathematics in Key Stages two and three Making Best Use of Teaching Assistants Teacher Feedback to Improve Pupil Learning	1, 2, 3, 4, 5 and 6.	Small group tuition has provided intensive, personalised support for children's in key assessment years. Evidence-based approaches, informed by the Education Endowment Foundation's Teaching and Learning Toolkit, have been used to ensure maximum impact. Children receiving tuition have demonstrated improved confidence and attainment in core subjects, with progress data showing that gaps in knowledge are being tackled effectively. This targeted support has ensured children are well-prepared for the next stage of their education.
Additional phonics sessions targeted at PP children who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1, 2, 3, 5 and 6.	Additional phonics teaching has provided children with sufficient foundational knowledge and practice to become more fluent in word reading and spelling. Disadvantaged pupils receiving targeted phonics support are making rapid progress through the phonics phases, with

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Specific focus on development days and specific pathways of support identified.	Additional 1:1 sessions with children at risk of falling behind. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Regular in house and external training will increase staff expertise, confidence and AFL skills. EEF Guidance; Improving Literacy in Key Stage one Improving Literacy in Key Stage two Preparing for Literacy Improving Mathematics in the Early Years and Key Stage one Improving Mathematics in Key Stages two and three Making Best Use of Teaching Assistants Teacher Feedback to Improve Pupil Learning		an increasing proportion meeting the expected standard in the phonics screening check. This has enabled these children to access age-appropriate texts with greater confidence and independence.

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Increase teaching assistant support so that bottom 20% in all year groups receive targeted support.	Increased staff levels across school to deliver specific interventions with specialised resources. EEF Guidance; Improving Literacy in Key Stage one Improving Literacy in Key Stage two Teacher Feedback to Improve Pupil Learning Preparing for Literacy Improving Mathematics in the Early Years and Key Stage one Improving Mathematics in Key Stages two and three Making Best Use of Teaching Assistants	1, 2, 3, 4, 5 and 6.	Teaching Assistants have been upskilled to deliver high-quality, evidence-informed interventions that build expertise in supporting children with the greatest needs. TAs have developed their subject-specific knowledge and ability to identify and remedy gaps in children's knowledge through effective marking and feedback. Children in the bottom 20% are beginning to make small steps of progress from their starting points, with improved engagement in learning and growing independence over time.
Educational Psychologist Buy into private service to enable specific support to be identified and a good pace.	Swift access to services will have a positive impact on children's long term intervention. Targeted interventions and universal approaches will have positive overall effects. EEF Guidance; Special Educational Needs in Mainstream Schools	6, 7 and 8.	The educational psychologist has worked closely with leaders and staff to identify children's emerging or changing needs more quickly and accurately, ensuring support is effective through the provision of specialist advice. Detailed cognitive assessments have provided staff with a deeper understanding of individual children learning profiles, enabling them to tailor teaching approaches more effectively. The educational psychologist has delivered targeted training to staff on topics including working memory, attention and concentration, and emotional

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
	Improving Social and Emotional Learning in Primary Schools		regulation strategies. This professional development has built staff capacity to support pupils with complex needs within the classroom. Leaders monitor the progress of children with SEND and review adaptations and support systematically, making any necessary changes to improve their learning and wellbeing, with the educational psychologist providing ongoing consultation to ensure interventions remain effective and evidence-based.
Occupational Therapist To develop staff knowledge and support children in their physical development.	Swift access to services will have a positive impact on children's long term intervention. Targeted interventions and universal approaches will have positive overall effects. Children make progress linked to personal targets and reach appropriate milestones. EEF Guidance; Special Educational Needs in Mainstream Schools Improving Social and Emotional Learning in Primary Schools	6, 7 and 8.	Staff now have a comprehensive understanding of the range of barriers that children may face to their learning and wellbeing, and can quickly and accurately identify children facing these barriers. Through training and consultation with the school nurse, educational psychologist and occupational therapist, staff have developed their expertise in recognising developmental concerns and understanding how physical and sensory needs impact on learning. Teaching staff report increased confidence in adapting the curriculum and their teaching approaches to meet diverse needs. Teachers are becoming more skilled at making appropriate adjustments and differentiating by content, time, task, resources, and technology to ensure all pupils can access learning. This upskilling has resulted in more inclusive classroom practice, with children receiving appropriate support within

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
			their usual learning environment wherever possible. The occupational therapist has conducted comprehensive assessments of pupils' sensory processing, fine motor and gross motor skills, identifying specific barriers to learning that may otherwise have gone unrecognised. Staff have received training on sensory circuits, handwriting programmes, and classroom adaptations to support children with coordination and sensory processing difficulties. Teachers are developing a better understanding of how to adapt by providing appropriate resources and technology to make work accessible, including specialist equipment recommended by the occupational therapist such as pencil grips, writing slopes, and movement breaks. Children who have received occupational therapy programmes show measurable improvements in their ability to self-regulate, maintain attention during lessons, and produce written work that reflects their true ability. This has been particularly impactful for disadvantaged children, who may not have had access to such specialist support without the school's investment.

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
School nurse To support school and the wider community with early identification of needs and access to appropriate support and guidance.	Swift access to services will have a positive impact on children's long-term intervention. Targeted interventions and universal approaches will have positive overall effects on children and the wider family. Children make progress linked to personal targets and reach appropriate milestones. EEF Guidance; Special Educational Needs in Mainstream Schools Improving Social and Emotional Learning in Primary Schools	6,7, 8 and 10.	The school nurse provided strong support in identifying and addressing health-related barriers to learning for our most vulnerable children. Through regular drop-in sessions and targeted assessments, the nurse has supported early identification of physical and mental health concerns, including issues related to nutrition, sleep, hygiene, and emotional wellbeing. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, and the school nurse has been instrumental in our clear systems for identifying possible mental health problems and ensuring appropriate referrals are made. Disadvantaged children have received health education tailored to their needs, including support with managing medical conditions that impact on attendance and learning. This has resulted in improved attendance rates for some children with health needs and better engagement in learning for pupils whose wellbeing was previously a barrier to their education.

Wider strategies (for example, related to wellbeing and self-regulation and attendance)

Budgeted cost: £48,675

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Children to attend school every day and on time. Improving attendance by providing enhanced curriculum/out of school opportunities.	If children are not in school, they cannot learn and the gap widens. If children do not build resilience through regular attendance, there are implications for understanding and applying skills. Attendance and persistent absence for PP children is at least in line with national other children. Punctuality for PP children will be in-line with other children across school. DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment. EEF Guidance Working with Parents to Support Children's Learning	7, 8 and 10.	Our investment in subsidising school meals has had a measurable positive impact on both attendance and attainment across the school, particularly for our disadvantaged pupils. By removing financial barriers and ensuring all children have access to nutritious meals, we have created conditions that support children to engage fully with their learning.

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
We aim to continue to address and provide specific support for an increasing number of children with identified Social, Emotional and Mental Health (SEMH) problems. An increase in the waiting lists for services has had an impact on increased numbers of children and their families.	Self-regulation approaches to teaching support children to think about their own learning more explicitly, often by teaching specific strategies for planning, monitoring and evaluating their learning. Explicit teaching of metacognitive and self-regulatory strategies encourage children to practise and use these skills more. Emotional regulation interventions are shown to improve social and emotional skills and are therefore likely to support disadvantaged children to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. EEF Guidance; Special Educational Needs in Mainstream Schools Improving Social and Emotional Learning in Primary Schools	1,6 and 8.	Beyond measurable academic outcomes, subsidised school meals have supported children's social and emotional development. The provision aligns with our wider strategies for supporting children's social, emotional and behavioural needs, with staff reporting improved peer relationships during lunchtimes and reduced anxiety about the school day among disadvantaged families.
Provide enhanced opportunities for enrichment to impact positively on	Development of cultural capital can improve children's knowledge and schematic development which is	5, 8, 9 and 10.	Subsidised school meals and funded breakfast club have contributed for some improved punctuality and readiness to learn. Morning attendance data shows that more disadvantaged

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
social/emotional/mental well-being needs and therefore improve attainment (Breakfast and After-school Club activities.) Pre-planned school educational outings and visitors in to school.	particularly beneficial for disadvantaged children. (Ofsted) Positive impact on academic achievement		children now arrive on time, ready to access breakfast club provision. This has resulted in fewer missed learning opportunities at the start of the school day for some children. Children have equal access to and participate in interesting and relevant extra-curricular activities, including educational visits, trips and residential experiences. These experiences have had a measurable impact on children's engagement with learning, with teachers reporting increased enthusiasm and motivation following educational visits. Children develop a sense of enjoyment and fascination in learning about themselves, others and the world around them, making connections between classroom teaching and real-world applications, which has deepened their understanding and improved retention of key concepts. The impact on attendance and wellbeing needs to be built upon further, with disadvantaged children who have participated in funded trips demonstrating improved attendance rates and a stronger sense of belonging to the school community. By ensuring no child misses out due to financial constraints, we have promoted equality, reduced stigma and strengthened relationships between home and school.

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Support the cost towards , PE kits, body warmers, book bags and uniform.	A sense of belonging is essential for mental wellbeing and stability. It also underpins resilience and a sense of self-worth. Children will feel equal and being part of an inclusive community will be celebrated.	8, 9 and 10.	Providing PE kits aligns with the 'wider strategies' approach in the pupil premium menu, specifically supporting pupils' social, emotional and behavioural needs. Pupil voice feedback indicates that children who previously felt embarrassed or anxious about not having the correct PE kit now report feeling more confident and included during PE lessons. Teacher observations show improved engagement and participation in physical education, with children demonstrating increased self-esteem and willingness to take part in team activities. Children report feeling "the same as everyone else" and no longer experience the stigma or anxiety of being singled out for not having appropriate equipment. This has contributed to improved peer relationships and a stronger sense of belonging within the school community. This intervention has successfully removed a significant barrier to full participation in school life, ensuring that all children, regardless of their family's financial circumstances, can access the curriculum and benefit from the physical, social and emotional advantages of physical education.
Use of Parents/Carers Advisor to support families with attendance and acute needs.	Bespoke support strategies in place for children and their parents/carers to access education.	4,6,7	Investment in a dedicated Parent/Carer Advisor and family learning workshops has strengthened home-school partnerships, improved attendance for disadvantaged children and provided timely support for families facing acute needs. The

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Family Learning Workshops to be held regularly and facilitated by school staff.	Increased levels of parental engagement. Parents/carers know how to support their children in their learning and help to maintain a motivation for school. EEF Guidance; Working with Parents to Support Children's Learning		parent/carer advisor promotes supportive engagement with Parents/Carers, including where families may be facing challenging circumstances, providing a vital bridge between school and home that enables early identification of barriers to attendance and learning. Through regular contact with families of disadvantaged children, the advisor has identified and addressed barriers to attendance including health issues, housing instability, financial hardship and family stress, working with local authorities and external agencies to provide coordinated support. This proactive approach has resulted in targeted families receiving personalised support plans. Family learning workshops have empowered Parents/Carers to support their children's learning at home, with workshops on topics including phonics, early mathematics, supporting mental health and managing behaviour being well-attended. Parents/Carers report increased confidence in supporting their children's education and feeling more connected to the school. The combined impact has been transformational, with disadvantaged children whose families have engaged with this support showing better engagement in learning and enhanced wellbeing, creating a culture where

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
			parents and school work in genuine partnership to ensure every child can succeed.

Total budgeted cost: £388,675

Part B: Review of outcomes in 2023 – 2024

Year Six

Whole cohort

Estab. No.	School	Cohort	RWM*		READING				WRITING TA		MATHS				GPS			
			≥Exp	High	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS	Avg. SS	<Exp	≥Exp	High	Avg. SS	<Exp	≥Exp	High
-	LA	3,277	62.8%	9.4%	105.3	24.3%	75.1%	28.0%	73.5%	18.0%	104.7	25.1%	74.3%	24.5%	105.9	26.0%	73.4%	35.4%
2999	Moorside Primary School	58	56.9%	3.4%	106.7	10.3%	86.2%	29.3%	67.2%	8.6%	102.7	25.9%	70.7%	10.3%	106.6	15.5%	81.0%	31.0%

Disadvantaged

Estab. No.	School Cohort	RWM*			READING				WRITING TA			MATHS				GPS			
		≥Exp	High	Avg. SS	<Exp	≥Exp	High		≥Exp	GDS	Avg. SS	<Exp	≥Exp	High		Avg. SS	<Exp	≥Exp	High
-	LA	1,477	50.4%	3.4%	103.2	32.6%	66.6%	17.7%	62.6%	9.7%	102.1	37.2%	61.8%	13.0%		102.7	37.8%	61.3%	21.3%
2999	Moorside Primary School	38	52.6%	5.3%	106.8	10.5%	84.2%	28.9%	63.2%	10.5%	102.7	28.9%	65.8%	15.8%		106.3	15.8%	78.9%	28.9%

Non-Disadvantaged

Estab. No.	School Cohort	RWM*			READING				WRITING TA			MATHS				GPS			
		≥Exp	High	Avg. SS	<Exp	≥Exp	High		≥Exp	GDS	Avg. SS	<Exp	≥Exp	High		Avg. SS	<Exp	≥Exp	High
-	LA	1,800	73.1%	14.3%	106.9	17.6%	82.1%	36.5%	82.4%	24.8%	106.8	15.2%	84.5%	33.9%		108.4	16.4%	83.3%	47.0%
2999	Moorside Primary School	20	65.0%	0.0%	106.7	10.0%	90.0%	30.0%	75.0%	5.0%	102.8	20.0%	80.0%	0.0%		107.1	15.0%	85.0%	35.0%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Lexia Core 5	Lexia Learning
Times Table Rockstars	Maths Circle Ltd.
Ruth Miskin RWInc	Ruth Miskin Literacy Ltd 2022
Oxford Owl	Oxford University Press
Voice 21	Voice 21 Oracy Charity

Data Outcomes in 2024 – 2025

EYFS data

Cohort compared to Local Authority (LA)

	Boys	SEN support	EHCP	BME	EAL	Pupil Premium
Moorside	51%	4.1%	4.1%	59.2%	55.1%	32.7%
LA	50.4%	12.9%	3.6%	36.1%	27.7%	26.5%

All figures are %

	Achieved GLD	Achieved Prime	Achieved Literacy	Achieved Maths
Moorside	49	85.7	49	69.4
LA	66.5	74.9	68.2	76.3

Comparisons (boys and girls) - indicates lower than LA + indicates higher than LA (LA in brackets)

Moorside	Achieved GLD	Achieved Prime	Achieved Literacy	Achieved Maths
Girls	54.2 (73.2)	87.5 (81.8)	54.2 (74.7)	62.5 (79.4)

Boys	44 (59.8)	84 (68.1)	44 (61.8)	76 (73.2)
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Moorside	Achieved GLD	Achieved Prime	Achieved Literacy	Achieved Maths
Achieved higher	Girls -	Girls +	Girls -	Boys +
Achieved lower	Boys -	Boys +	Boys -	Girls -

Comparisons (pupil premium and not PP) - indicates lower than LA + indicates higher than LA

Moorside	Achieved GLD	Achieved Prime	Achieved Literacy	Achieved Maths
Pupil Premium	48.1 (51.7)	85.2 (64.1)	48.1 (53.1)	63 (63.2)
Not PP	52.4 (72.8)	90.5 (79.6)	52.4 (74.8)	81 (82)

Moorside	Achieved GLD	Achieved Prime	Achieved Literacy	Achieved Maths
Achieved higher	Not PP -	Not PP +	Not PP -	Not PP -
Achieved lower	PP -	PP +	PP -	PP -

Comparisons (SEN and not SEN) - indicates lower than LA + indicates higher than LA

Moorside	Achieved GLD	Achieved Prime	Achieved Literacy	Achieved Maths
SEND	0 (21.5)	0 (25.8)	0 (25.6)	0 (39)
Not SEND	54.5 (75.8)	95.5 (85.1)	54.5 (77.1)	77.3 (84.1)

Moorside	Achieved GLD	Achieved Prime	Achieved Literacy	Achieved Maths
Achieved higher	Not SEN -	Not SEN +	Not SEN -	Not SEN -
Achieved lower	SEN -	SEN -	SEN -	SEN -

Comparisons (EAL and not EAL) - indicates lower than LA + indicates higher than LA

Moorside	Achieved GLD	Achieved Prime	Achieved Literacy	Achieved Maths
EAL	58.6 (58.9)	86.2 (67)	58.6 (60.2)	65.5 (68.9)
Not EAL	35 (69.9)	85 (78.4)	35 (71.8)	75 (79.6)

Moorside	Achieved GLD	Achieved Prime	Achieved Literacy	Achieved Maths
Achieved higher	EAL -	EAL +	EAL -	Not EAL -
Achieved lower	Not EAL -	Not EAL +	Not EAL -	EAL -

Year One phonics data

All figures are %

	Achieved pass	Disapplied	Average point score
Moorside	50.8	20.3	29
LA	75.9	4.2	32.1

Comparisons (boys and girls) - indicates lower than LA + indicates higher than LA (LA in brackets)

Moorside	Achieved pass	Disapplied	Average point score
Girls	72 (79.9)	0 (2.7)	30.6 (32.9)
Boys	35.3 (72.1)	35.3 (5.7)	27.1 (31.3)

Moorside	Achieved pass	Average point score
Achieved higher	Girls -	Girls -
Achieved lower	Boys -	Boys -

Comparisons (pupil premium and not PP) - indicates lower than LA + indicates higher than LA

Moorside	Achieved pass	Disapplied	Average point score
PP	47.1 (64.1)	14.7 (6.5)	27.9 (29)
Not PP	58.3 (83.3)	25 (2.8)	30.8 (34)

Moorside	Achieved pass	Average point score
Achieved higher	Not PP -	Not PP -
Achieved lower	PP -	PP -

Comparisons (SEN and not SEN) - indicates lower than LA + indicates higher than LA

Moorside	Achieved pass	Disapplied	Average point score
SEN	10 (38.3)	70 (19.3)	16.7 (22.3)
Not SEN	60.4 (85.9)	8.3 (0.4)	29.8 (34.2)

Moorside	Achieved pass	Average point score
Achieved higher	Not SEN -	Not SEN -
Achieved lower	SEN -	SEN -

Comparisons (EAL and not EAL) - indicates lower than LA + indicates higher than LA

Moorside	Achieved pass	Disapplied	Average point score
EAL	39 (72.3)	24.4 (5.3)	27 (31.8)
Not EAL	77.8 (77.4)	11.1 (3.8)	32.8 (32.3)

Moorside	Achieved pass	Average point score
Achieved higher	Not EAL +	Not EAL +
Achieved lower	EAL -	EAL -

Year Two phonics data

All figures are %

	Achieved pass	Disapplied	Average point score
Moorside	56.3	25	29.5
LA	50.4	10.3	27.2

Comparisons (boys and girls) - indicates lower than LA + indicates higher than LA (LA in brackets)

Moorside	Achieved pass	Disapplied	Average point score
Girls	66.7 (54.7)	16.7 (7.9)	30.8 (28.1)
Boys	50 (47.4)	30 (11.9)	28.6 (26.6)

Moorside	Achieved pass	Average point score
Achieved higher	Girls +	Girls +
Achieved lower	Boys +	Boys +

Comparisons (pupil premium and not PP) - indicates lower than LA + indicates higher than LA

Moorside	Achieved pass	Disapplied	Average point score
PP	70 (49.5)	10 (9)	31.4 (26.7)
Not PP	50 (51.4)	25 (11.4)	23.7 (27.9)

Moorside	Achieved pass	Average point score
Achieved higher	PP +	PP +
Achieved lower	Not PP -	Not PP -

Comparisons (SEN and not SEN) - indicates lower than LA + indicates higher than LA

Moorside	Achieved pass	Disapplied	Average point score
SEN	20 (32)	40 (19.4)	20.3 (22.7)
Not SEN	88.9 (69.5)	0 (0.3)	32.6 (31)

Moorside	Achieved pass	Average point score
Achieved higher	Not SEN +	Not SEN +
Achieved lower	SEN -	SEN -

Comparisons (EAL and not EAL) - indicates lower than LA + indicates higher than LA

Moorside	Achieved pass	Disapplied	Average point score
EAL	60 (55.2)	30 (7.1)	33.9 (28.2)
Not EAL	50 (47.4)	16.7 (12.3)	23.4 (26.5)

Moorside	Achieved pass	Average point score
Achieved higher	EAL +	EAL +
Achieved lower	Not EAL +	Not EAL -

KS1 data

Cohort compared to Local Authority (LA)

	Boys	SEN support	EHCP	BME	EAL	Pupil Premium
Moorside	51.1%	17.8%	4%	64.4%	57.8%	64.4%
LA	51.2%	13.3%	2.2%	33.4%	24.4%	33.2%

All figures are %

	Reading, writing and maths (RWM) (Greater depth underneath)	Reading	Writing	Maths
Moorside	26.7 (0)	48.9 (4.4)	28.9 (0)	60 (2.2)

LA	62.4 (9.9)	73.4 (21.1)	65.5 (12.1)	74.3 (17.6)
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Comparisons (boys and girls) - indicates lower than LA + indicates higher than LA

Moorside	RWM	Reading expected plus	Writing expected plus	Maths expected plus
Achieved higher	girls -	girls -	girls -	girls -
Achieved lower	boys -	boys -	boys -	boys -

Comparisons (pupil premium and not PP) - indicates lower than LA + indicates higher than LA

Moorside	RWM	Reading expected plus	Writing expected plus	Maths expected plus
Achieved higher	Not PP -	Not PP -	Not PP -	Not PP -
Achieved lower	PP -	PP -	PP -	PP -

Comparisons (SEN and not SEN) - indicates lower than LA + indicates higher than LA

Moorside	RWM	Reading expected plus	Writing expected plus	Maths expected plus
Achieved higher	Not SEN -	Not SEN -	Not SEN -	Not SEN -
Achieved lower	SEN -	SEN -	SEN -	SEN -

Comparisons (EAL and not EAL) - indicates lower than LA + indicates higher than LA

Moorside	RWM	Reading expected plus	Writing expected plus	Maths expected plus
Achieved higher	Not EAL -	Not EAL -	EAL -	Not EAL -
Achieved lower	EAL -	EAL -	Not EAL -	EAL -

KS2 data

Cohort compared to Local Authority (LA)

	Boys	SEN support	EHCP	BME	EAL	Pupil Premium
Moorside	55.6%	14.8%	7.4%	63%	75.9%	64.8%
LA	50.2%	18.4%	5.7%	35.2%	30.4%	48.1%

All figures are %

	Reading, writing and maths (RWM) (Greater depth underneath)	Reading	Writing	Maths
Moorside	38.9 (5.6)	64.8 (22.2)	50 (5.6)	57.4 (11.1)
LA	62 (10.4)	76.2 (33.8)	69.3 (17.4)	75.5 (26.4)

Comparisons (boys and girls) - indicates lower than LA + indicates higher than LA

Moorside	RWM	Reading average scaled score	Reading expected plus	Writing expected plus	Maths average scaled score	Maths expected plus	GPS average scaled score	GPS expected plus
Achieved higher	girls -	girls -	girls +	girls -	girls -	girls -	girls -	girls +
Achieved lower	boys -	boys -	boys -	boys -	boys -	boys -	boys -	boys +

Comparisons (pupil premium and not PP) - indicates lower than LA + indicates higher than LA

Moorside	RWM	Reading average scaled score	Reading expected plus	Writing expected plus	Maths average scaled score	Maths expected plus	GPS average scaled score	GPS expected plus
Achieved higher	not PP -	not PP +	not PP -	not PP -	not PP -	PP -	not PP -	PP +
Achieved lower	PP -	PP -	PP -	PP -	PP -	not PP -	PP -	not PP -

Comparisons (SEN and not SEN) - indicates lower than LA + indicates higher than LA

Moorside	RWM	Reading average scaled score	Reading expected plus	Writing expected plus	Maths average scaled score	Maths expected plus	GPS average scaled score	GPS expected plus
Achieved higher	not SEN -	not SEN -	not SEN -	not SEN -	not SEN -	not SEN -	not SEN -	not SEN -
Achieved lower	SEN -	SEN -	SEN -	SEN -	SEN -	SEN -	SEN -	SEN -

Comparisons (EAL and not EAL) - indicates lower than LA + indicates higher than LA

Moorside	RWM	Reading average scaled score	Reading expected plus	Writing expected plus	Maths average scaled score	Maths expected plus	GPS average scaled score	GPS expected plus
Achieved higher	not EAL -	not EAL +	not EAL -	not EAL -	not EAL -	not EAL -	not EAL +	not EAL +
Achieved lower	EAL -	EAL -	EAL -	EAL -	EAL -	EAL -	EAL -	EAL -

These are some headlines from last academic year's assessment data across specific groups of children:

Girls achieving higher than boys:	Boys achieving higher than girls:
- across all KS1 and KS2 - EYFS in GLD, Prime and Literacy - Phonics in Y1 and Y2	- EYFS in Maths
Non-Pupil Premium children achieving higher than Pupil Premium children:	Pupil Premium children achieving higher than Non-Pupil Premium children:
- across all EYFS, KS1 and KS2 - Phonics in Y1	

Non-EAL children achieving higher than EAL children:	EAL children achieving higher than non-EAL children:
- KS1 reading and writing - EYFS maths - Y1 phonics - All KS2	- KS1 maths - EYFS in GLD, Prime and Literacy - Phonics Y2
Non-SEND children achieving higher than SEND children:	SEND children achieving higher than Non-SEND children:
- across stages EYFS, KS1, KS2, across all areas	